INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT
FOR:

Smarti Pantz

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	*Satisfactory*	Lesson matches original description		Criminal Background Checks	*Non compliance*
Recruiting Materials	*Satisfactory*	Instruction is clear		Health/safety laws & regulations	*In compliance*
Academic Program	*Satisfactory*	Time on task is appropriate		Financial viability	*In compliance*
Progress Reporting	*Unsatisfactory*	Instructor is appropriately knowledgeable			
Assessment and Individual Program Design	*Unsatisfactory*	Student/instructor ratio:			

Due to scheduling conflicts, IDOE was unable to complete an on-site monitoring visit for this provider during the 2007-2008 school year. A monitoring visit for this provider will be completed during the 2008-2009 school year.

Due to violations of IDOE's criminal history check policy, Smarti Pantz has been placed in technical/compliance corrective action for the 2008-2009 school year. As such, Smarti Pantz has been required to implement corrective actions to address all areas of concern.

On-site Monitoring Visit Rubric
DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Smarti Pantz   **DATE DOCUMENTATION RECEIVED:** May 22, 2008
REVIEWER: S.T.

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	**BOTH** of the following: -Tutor resumes/applications (all tutors) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) *In addition to:* **ONE** of the following: -Tutor evaluations (all tutors) -Recruiting policy for tutors (one copy) -Sample tutor contract (one copy)	-Tutor resume -Training certificate of completion		X	-Tutor's qualifications meet IDOE's and provider's tutor requirements; -Verification tutor has completed professional development training was submitted.
Recruiting materials	**TWO** of the following: -Advertising or recruitment fliers -Incentives policy -Program description for parents	-Parent program description -Recruitment flyer		X	-Recruitment materials provide a description of the tutoring program, student-tutor ratio, and anticipated levels of success for students.
Academic Program	**ONE** of the following: -Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors *In addition to:* **ONE** of the following: -Specific connections to Indiana standards (cite exact IN standard to which lesson connects) -Description of connections to curriculum of EACH district the provider works with.	-Lesson plan -Connection to Indiana Academic Standards		X	-Lesson plan includes standards upon which student will work, benchmarks, strategies that will be used to assist student, learning activities that will be completed, and resources that will be used; -Lesson connects to Indiana Academic Standard 3.4.1.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
	ALL of the following:				-Based on feedback from interviews with parents, parents did not receive written progress reports in a timely manner. In addition, even though it appears students began tutoring in February, only one progress report for each student was submitted; -Progress reports include student goals, student strengths and areas in need of improvement, and list instructional methods and materials used. However, progress reports do include all of IDOE's required components (see memo sent to providers in December 2007). Progress reports do not include assessment scores, *specific* information regarding how the student is improving his/her academic achievement, or a statement regarding the process parents should follow if they have feedback regarding the progress reports; - Goals listed in progress reports are not measurable goals. For instance, most student goals state students will be able to build their computation or multiplication skills "in order to improve in mathematical and analytical skills", however, there is no description regarding the mechanism that will be used to determine when this is accomplished and there is no specific description of the desired amount of increase or growth that would enable the provider to determine that the student(s) has met the goal. In addition, the math goals described in the progress report do not connect with the math goals indentified in each Student Learning Plan (SLP). For example, the SLP lists improving number sense, knowledge of multiplication facts, division and fractions as math goals while the progress reports list building addition and subtraction skills and problem solving skills as goals; -Although there was a large variation in each students' language arts pre-test scores (the
Progress Reporting	-Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports -Documentation of reports sent	-Progress reports -Progress report timeline -SES Agreements	X		largest gap between scores was a 31 point

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					difference between the lowest score and highest score), there was little individualization of goals demonstrated in the goal section of progress reports. For example, progress reports list the exact same language arts goals for all students. In addition, the same academic standards were targeted for each student on their SES Agreements even with the disparity in pre-test scores. Lastly, the progress reports identified the exact same instructional strategies for all students.
Assessment and Individual Program Design	**ALL** of the following: -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards.	-Individual Learning Plans and assessment scores -Explanation of learning plan development process	X		-Based on the description provided, it appears provider is not using the assessment that was approved in the original application; -Learning plans include assessment scores, academic support opportunities, student goals, and strategies for parents to use at home. However, there are some areas in need of improvement for the learning plans. First, goals are not individualized for each student. For instance, although students have different assessment scores, each student has the exact same reading, writing and math goals. Second, learning plans do not include specific, measurable goals. For example, the reading goal for several students was to "build on reading comprehension skills and critical thinking skills from proficient to". In this case, not only is the goal statement not complete but there is no description regarding the mechanism that will be used to determine when this is accomplished and there is no specific description of the desired amount of increase or growth that would enable the provider to determine that the student(s) has met the goal. Third, math goals described in the progress report do not connect with the math goals indentified in each student's Progress report (see "Progress reporting" section). Lastly, learning plans do not include specific and individualized strategies the provider has developed to assist students with achieving educational goals.

On-site Monitoring Visit Rubric
COMPLIANCE Components

NAME OF PROVIDER: Smarti Pantz   **DATE DOCUMENTATION RECEIVED:** May 22, 2008
REVIEWER: S.T.

The following information is rated "Compliance" (C) or "Non-Compliance" (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	**ALL** of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	-Criminal background check (The name on the tutor's background check was incorrect)		X
Health and safety laws and regulations	**ONE** of the following: -Student release policy(ies) *In addition to:* **ONE** of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	-Emergency plan (In-home tutoring)	X	
Financial viability	**ONE** of the following: -Documentation of liability insurance coverage *In addition to:* **ONE** of the following: -Audited financial statements -Tax return for the past two years	-Verification of liability insurance -Tax returns for last two years	X	